



InTASC Draft Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development

***Draft for Discussion Purposes
(Excerpt Only)***

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Introduction to the Learning Progressions

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer these *Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. These progressions are a first attempt to take the *InTASC Model Core Teaching Standards* to a finer grain size by collapsing the indicators under each standard and carefully describing the increasing complexity and sophistication of teaching practice for the synthesized indicators across three developmental levels. Because these progressions are intended to reflect the *InTASC Model Core Teaching Standards*, they take a broad view in that they are not content or strategy-specific, but they do provide much-needed guidance on how we can get to the new vision of teaching that will be essential for successful implementation of college and career ready standards. This introduction briefly outlines the thinking behind the draft progressions, how they came to be, and what uses they are intended to serve.

What are the Progressions?

CCSSO convened a drafting committee that originally set out to craft rubrics aligned to the *InTASC Model Core Teaching Standards* in response to requests from our state members for such a tool. As the drafting committee consulted with its advisory board and dived deep into discussion, however, our thinking evolved from a focus on evaluative rubrics, which suggest a summative and evaluative judgment process without attention to support, to a focus on progressions, which suggest a formative and supportive improvement process. We recognized that a number of quality evaluative frameworks already existed in the marketplace and we did not want to reinvent the wheel. Instead, we thought it would be more useful to lay out a detailed roadmap or path to more effective performance and continuous growth of teachers. These progressions serve as a vehicle to make ways to improve practice more accessible. They are rubrics in the sense they consist of descriptive criteria against which a teacher or coach can compare performance. Their intent, however, is to support development toward increasingly effective practice by, first, describing what it looks like to a degree that is not found in most rubrics today and, second, suggesting how teachers might develop more effective practice.

Key Assumptions Underlying the Progressions

The developmental approach inherent in these progressions rests on several assumptions. In the interest of transparency, those assumptions are outlined here.

Learning and teaching are complex.

Learning and teaching are complex because they involve humans and relationships. We know from research that the teacher/learner connection is the most critical factor in successful learning. Teachers must know their students, how they grow and develop, their preferred ways of learning, their strengths and needs, and their worldview. Teachers must know how to motivate, engage, and inspire their students and do this within a fluid and organic environment that requires constant awareness and adjustment across multiple learners and learning modes, and often with limited resources and support.

Teaching expertise can be learned, develops over time, and is not linear.

Teaching is knowable and teachable. It can be described, demonstrated, experienced, and known. While there is a basic foundational base of practice with developmental benchmarks along a continuum, not all parts of performance move in lock step along the continuum. Rather, a teacher's particular configuration of skills may vary with high performance in some areas and weak performance in others. Certain experiences or interventions may spark growth in particular areas and, conversely, changes in context may cause a temporary set-back in skill level until the new context is mastered.

Growth can occur through experience, reflection, feedback or outside intervention such as individually-focused development.

In order to develop their expertise, teachers must try out a practice in a real context (do it), then they must reflect upon how well it worked (reflect), if possible seek feedback from others like a mentor, coach, peer teacher or observer (feedback), and then make adjustments and repeat the cycle. Teachers must be taught how to work through this cycle and should leave their pre-service program with the skill to reflect on their practice and measure it against a framework or some criteria. Intervention is needed when a teacher is unable to reflect or recognize teaching behaviors that should be addressed.

Development depends on context, particularly levels of support.

A teacher's knowledge and skill varies depending on context and may serve them well in one context but not another. The teacher may need to work on and develop different skills and knowledge needed for a new context. For instance, a teacher who changes grade levels may find that s/he is at a beginning level in certain skills now needed to teach students at a younger age. A suburban teacher who moves to an urban environment may need different strategies to engage students who have different assets and needs or who come with different life experiences. The teacher has a reciprocal and iterative relationship with context that needs to be taken into account when supporting growth and development.

It's about the teaching practice and not about the individual teacher.

The focus of these progressions is on the practice of teaching and how to improve practice, not on making high stakes decisions about an individual teacher. The key questions are always these: What is the impact of the practice on the learner? Are the learners engaged? Is what the teacher doing improving learning outcomes?

Uses of the Progressions

The intended use of these progressions is as a diagnostic and support tool. Their purpose is to help scaffold teachers to a higher level of performance. In this way, they are a formative assessment tool. The word "assessment" is derived from the Latin *ad sedere*, meaning "to sit down beside." As the etymology implies, assessment is primarily concerned with providing guidance and feedback. The progressions provide a common language from which teachers can talk about their practice and that can serve as a foil to hold their practice up against. The purpose of the progressions is to generate information for teachers to self-assess against and reflect upon, and for mentors and coaches to use to provide feedback.

In terms of evaluation, the progressions could serve as the foundation for developing an observation or other assessment tool. They can also serve as a complement to an evaluation system by being the mechanism through which feedback is provided after an evaluation is conducted. The progressions can be used for this purpose even if they are not specifically aligned to the evaluation system. They, in effect, become the support system or framework through which areas in need of improvement identified through the evaluation can be addressed.

Generally, the progressions can be used by a range of stakeholders, including teachers, teacher educators, coaches, mentors, school leaders, district leaders, state education agency staff, policymakers, and others, for the following purposes:

1. pre-service—to inform curriculum development and to coach teacher candidates during clinical practice
2. initial licensure—to inform the requirements for initial licensure/certification and/or program approval
3. induction—to inform a focused bridging plan for continued growth from pre-service to in-service
4. professional development plans—to inform areas of growth for in-service teachers

5. license renewal—to inform the requirements for re-licensure/certification
6. evaluation—as noted above, to serve as the support and continuous improvement mechanism linked to the evaluation system
7. teacher self-assessment—to reflect on individual practice against a framework

Movement Across Developmental Levels

These progressions are intended to describe what movement from basic competence to more complex teaching practice looks like. Generally, this means that practice moves along a continuum from being more directive, to more facilitative, to more collaborative. Each of these roles requires different and more sophisticated knowledge and skills. Specifically, it means:

- Practice moves toward giving learners more choice and responsibility for their learning.
- Practice moves toward helping learners see more connections and relationships and facilitates learning at higher levels of Bloom's taxonomy (revised), including evaluating and creating. These higher order learning skills are what the recent Measures of Effective Teaching research report found is missing in most teachers' practice today and what will be essential practice for us to move toward college-and-career-ready standards. The developmental trend is the teacher's increasing ability to push learners to their own maximal development.
- Practice moves from a focus on the teacher to a deeper focus on the individual learner, understanding his/her needs, and an increasing ability to differentiate instruction to meet those needs. The focus moves from delivery of instruction to the impact of practice on serving learner needs.
- Practice moves from reliance on the teacher alone to implement strategies to leveraging colleagues and the community to implement and supplement practice, to advocating for learners, and to serving in leadership roles.
- Practice moves from a limited toolbox of strategies to one with greater depth and breadth, including technology and access to resources from around the world.

In addition to describing the nuances of different levels of performance, the progressions begin the process of identifying how a teacher can move from one developmental level to another. In the progressions, these are called key "shifts" in knowledge and skill between levels and include a couple of illustrative examples of professional learning that would promote growth toward the shift. Note that these examples are not intended to be exhaustive; rather they suggest focusing professional learning toward the goal of moving across the progression columns

Three key factors are important in focusing professional learning toward individual growth. First, context is a huge determinant of what kind of professional learning is needed. As noted earlier under the Assumptions section, teachers leverage different knowledge and skills depending on the context they are in and the specific configuration of a teacher's strengths and needs will look different in different contexts. Second, while the progressions articulate the specific content of professional learning needed to move from one level to the next, they do not list the many different ways teachers might access that content. Some of those ways are outlined below:

- Personal accessing and processing of media/multimedia including text/audio/video (Web-based or other)
- Independent study and individual reflection
- Collegial study/investigation (Professional Learning Communities (PLCs)/study groups/data analysis groups/Critical Friends groups/book study/action research)

- Mentoring/ peer-to-peer coaching /coach/specialist
- Structured professional learning through virtual or face-to-face workshops/coursework/webinars
- Actual/Virtual Observation of effective practices with debriefing and study
- Real world experiences

Finally, policy supports are critical so that teachers can effectively access and leverage professional learning opportunities. For instance, teachers cannot collaborate if they are not provided time during the day to meet or talk with colleagues. Context and structures in schools must promote the kind of ongoing job-embedded opportunities for continuous growth needed if teachers are to reach the rigorous performance levels outlined in the progressions.

About the Progressions

Several key issues regarding the format of the progressions should be noted. First, because these progressions are a more detailed articulation of the *InTASC Model Core Teaching Standards*, we have included the full standards in this document. To promote ease of use, the teaching standard corresponding to each progression is included on the opposite facing page for reference. As noted above, in drafting the progressions we collapsed the teaching standards indicators into the 3-4 indicators you see for each progression. We cross walked the standards indicators with the text under each progressions indicator and noted in the progressions text, in parentheses, the corresponding teaching standards indicators. We hope this will be a useful reference tool.

Second, we did not name the levels of development because we wanted to avoid the trap of putting teachers “in a box” that labeled their performance. Hence, the progressions do not have boxes at all but merely columns with arrows to show development. Third, the developmental levels are additive as you move across the columns. We used the word “And” between the columns to indicate that the knowledge, skills, and performances in the prior columns come forward into the next one. This indicates that, while there are significant shifts in practice, some parts of prior performance also come forward as appropriate to the work of teaching. Fourth, we included some repetition across standards. This repetition is intentional and strategic. If a specific area is identified for improvement, chances are that the teacher/mentor/coach may very well only go to that standard and indicator without referencing the rest of the document. The repetition ensures they will see a description that covers all the information we considered essential for that indicator or standard. Our intention is to eventually house the progressions on an online platform that will allow for hotlinks and access to a depth of content and resources that will be more user-friendly.

A First Step

In drafting these progressions, the committee reviewed the research on how teachers grow and develop; we looked at video clips of teachers teaching and working in collegial groups; and we went through a process of “unpacking” the statements in the *InTASC Model Core Teaching Standards*, which included drawing upon our own knowledge base and experiences as teachers or from working with teachers to articulate to a finer grain how teachers grow and develop. The resulting text comes from a combination of research and real life expertise. This work is an extension of the professional consensus around the InTASC standards. It represents our best thinking at this time. Thus, the use of nomenclature 1.0.

As a beta version, these progressions are a foundational jumping off point, if you will, from which we hope to launch a national conversation around how to define and support effective teaching across the continuum. They are a work in progress to be explored and revised to improve their usefulness. We are not making any validity claims or claims about generalizability of this work. As brand new work, the progressions need to be studied, refined and validated. We plan to share the document, work with it, gather feedback from use, and create revised

versions. To help revise and improve the draft, we will be working with stakeholders to gather responses to three key questions:

1. Are the progressions clear?
2. Do they sufficiently differentiate across the three levels of performance?
3. Is the guidance sufficiently detailed regarding how a teacher can move across the levels?

After we come to consensus around a revised set of progressions, we will need to conduct research around the draft progressions in order to generate robust dialog around their usefulness as a tool. Our ultimate goal is two-fold: (1) to inspire a research agenda that leads to consensus on what effective teaching looks like and how to develop it; and (2) to build a comprehensive, online, interactive system of support for teachers that includes a rich array of open source resources aligned to these progressions. We hope this framework serves as the first step in achieving those goals.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

- 6(a)** The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b)** The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c)** The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d)** The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e)** The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f)** The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g)** The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h)** The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i)** The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

- 6(j)** The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k)** The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l)** The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m)** The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n)** The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o)** The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p)** The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions

- 6(q)** The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r)** The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s)** The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t)** The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u)** The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v)** The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

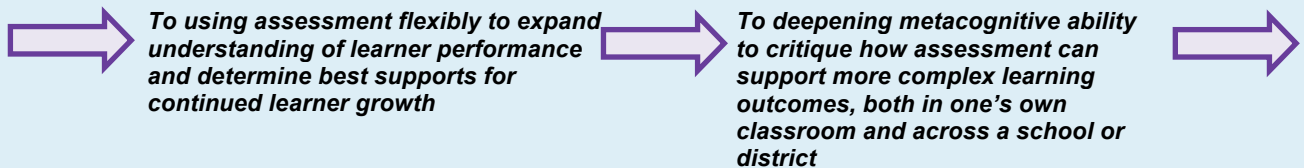
Progression for Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1. Teachers use, design or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.

1	2	3
	And...	And...
<p>Using data from multiple types of assessments, the teacher draws conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t)</p> <p>The teacher participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c)</p>	<p>The teacher uses and/or designs a variety of classroom formative assessments, matching the method with the type of learning objectives. S/he provides learners with multiple ways to demonstrate performance using contemporary tools and resources. (6a; 6b; 6e; 6g; 6i; 6j; 6o; 6r; 6t)</p> <p>The teacher uses data to guide the design of differentiated individual learning experiences. (6g)</p> <p>The teacher works with colleagues to analyze performance across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards. (6c; 6l)</p>	<p>The teacher uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. (6a; 6c; 6o; 6t)</p> <p>The teacher works individually and with colleagues to gather additional data needed to better understand what is affecting learner progress and to advocate for necessary change. S/he works with colleagues to analyze progress against standards and expand the range of supports for learners with varied learning needs. (6c; 6g; 6l)</p> <p>The teacher joins with others to use assessment information to evaluate the effect of the curriculum and instruction on the learner. (6c; 6j; 6l)</p>

Through shifts:



Achieved through professional learning experiences such as:

Improving assessment practice by accessing structured input on matching learning objectives to types of assessments

Using protocols to develop strength in using, designing, and adapting assessment to support student learning

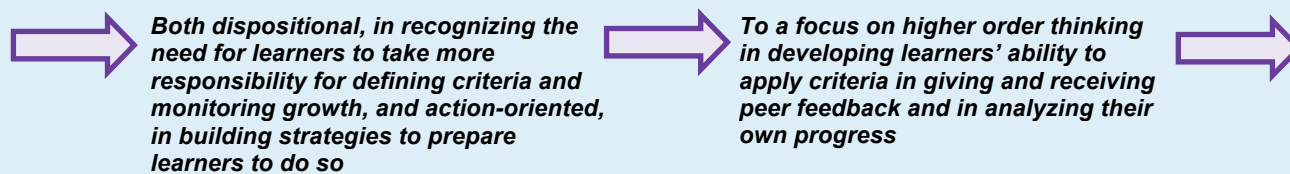
Using structured reflection on practice to support complex learning outcomes

Taking opportunities to lead groups in working with assessment, to be coached, and to apply feedback

2. Teachers use assessment to engage learners in their own growth.

1	2	3
	<i>And...</i>	<i>And...</i>
<p>The teacher engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s)</p> <p>The teacher makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i)</p>	<p>The teacher engages learners in generating criteria for quality work on a particular assignment. S/he identifies key areas in the criteria on which to give individual feedback that will reinforce each learner's strengths and identifies critical next steps for growth. S/he designs learning experiences for the learners to apply the feedback and strengthen their performance. (6d; 6f; 6m; 6n; 6o; 6q; 6r; 6s)</p> <p>The teacher makes digital and/or other records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support. (6n)</p>	<p>The teacher engages learners in giving peers feedback on performance using criteria generated collaboratively. S/he builds learners' metacognitive skills, guiding them to identify how specific elements of the performance contribute to effectiveness and to propose concrete strategies for improvement for themselves and for their peers. (6d; 6f; 6m; 6n; 6q; 6r; 6s)</p> <p>The teacher engages learners in managing their own records and work samples to analyze their progress toward learning objectives and to set new goals. (6m; 6n)</p>

Through shifts:



Achieved through professional learning experiences such as:

Developing skill in generating criteria and monitoring their own growth through observing an effective teacher, analyzing his/her practice, trying out strategies and seeking feedback

Using insights to structure strategies that help learners develop criteria, examine their progress, and set goals

Sharing own practice of using data and digital records and getting feedback from colleagues

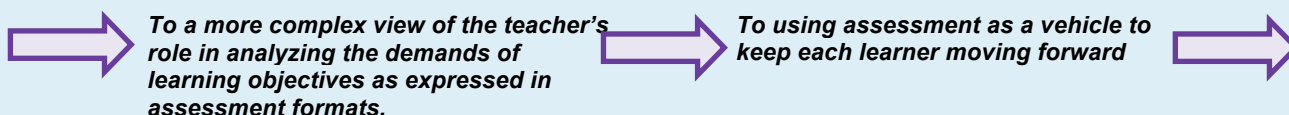
Sharing with colleagues successes and challenges in working with learners to take more responsibility for their own learning and that of peers by using criteria that allow them to give feedback

Structuring ways to make data transparent for learners and processes to drive learners' own analysis and reflection on the data

3. Teachers implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning.

1	2	3
	<i>And...</i>	<i>And...</i>
<p>The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>The teacher engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v)</p> <p>The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u)</p> <p>The teacher differentiates assessments, which may include providing more challenging learning goals, for learners who are advanced academically. (6k)</p>	<p>The teacher prepares learners for the content and cognitive demands of assessment formats by engaging them in identifying and applying strategies to address those demands. (6h; 6p; 6q)</p> <p>The teacher modifies classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills. (6e; 6i; 6p; 6t; 6u)</p> <p>The teacher identifies and advocates for learners potentially needing modifications or adaptations to be able to demonstrate their learning. (6p; 6t; 6u)</p>	<p>The teacher uses multiple assessment methods/modes to scaffold individual learner development toward the learning objectives and to challenge learners to demonstrate their understanding in a variety of ways. (6e; 6e; 6u)</p> <p>The teacher works with others to address bias and resulting inequities in assessment practice to ensure that all learners have a variety of opportunities to demonstrate their learning. (6k; 6u; 9e)</p>

Through shifts:



Achieved through professional learning experiences such as:

Participating in conversations and decision making with colleagues and specialists that provide input, guidance and assistance related to the needs of a particular set of learners with regard to preparation for assessment, modification of classroom assessment, and modification/adaptation of formal or external assessment

Accessing and working with virtual or in person colleagues or specialists to try out adaptations or modifications in the classroom, implementing or co-implementing these approaches, and giving and receiving feedback on their effectiveness

Engaging in conversation and reflection with colleagues, sharing, examining and improving assessments to better support ongoing individual growth

Building an expanding repertoire of assessment strategies that can be tailored for individual growth

Becoming active in professional organizations to build a network of professionals concerned with issues of equity and committed to ensuring accessibility of learning for all

Feedback Form

Please provide us with feedback by completing this form and turning it in to SCEE staff. Also, feel free to write comments directly on the full document and turn that in. Thanks.

Question #1: Is the sample progression clear?

Question #2: Does it sufficiently differentiate across the three levels of performance?

Question #3: Is the guidance sufficiently detailed regarding how a teacher can move across the levels?

Other Comments
